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AUTHOR Leatherwood, Prudence Lee
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ABSTRACT

A practicum used a program of high interest activities involving reading to address the problem of low reading comprehension grades and test scores of eight students in the second through fourth grades, who were an average of 1 year behind the norm in reading. The program's six units included a listening unit, computer technology unit, daily activities unit (including the newspaper, restaurant menus, cooking, TV Guide, and favorite magazines), drama unit, writing unit, and library unit. Each unit took 2 or 2.5 weeks to implement, and the practicum lasted 3 months. Results indicated a desire to participate in more reading activities as evidenced by the increased number of books checked out, an improvement in attitude toward reading, an improvement in reading grades, and an increase in critical thinking skills. Results suggested that the more relevant reading became to the student through high interest activities, the greater the reading comprehension. (Twenty-one references are attached. Appendixes include the student questionnaire, parent questionnaires, the "Reading Cheer Song," a manual, tips for parents, the elementary learning channel preference worksheet, award sheets, and software evaluation forms.) (SR)

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CROSS-AGE TUTORIAL PROGRAM TO INCREASE READING COMPREHENSION THROUGH THE USE OF HIGH INTEREST ACTIVITIES INVOLVING READING

by

Prudence Lee Leatherwood

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A Practicum Report
submitted to the Faculty of the Center
for the Advancement of Education, Nova University
in partial fulfillment of the requirements for the degree of
Master of Science

The abstract of this report may be placed in a
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Abstract - Final Report

Cross-Age Tutorial Program to Increase Reading Comprehension Through the Use of High Interest Activities Involving Reading
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Descriptors: Reading/ Comprehension/ Critical Reading/ Elementary Education/ Critical Thinking/ Reading Instruction/ Reading Skills/ Reading Strategies/ Teaching Methods/ Reading Writing Relationship/

The low reading comprehension grades and test scores were addressed by the implementation of a program of high interest activities involving reading. Six mini-units were used to encompass the wide range of student interests. The six units were a listening unit, computer technology unit, daily activities unit including the newspaper. restaurant menus, cooking, TV Guide, and favorite magazines, a drama unit, writing unit, and library unit. Each unit took two or two and half weeks to implement. The results indicated a desire to participate in more reading activities by the increased number of books checked out, improvement in attitude toward reading, an increase in reading grades, and an increase in critical thinking skills. It was concluded that the more relevant reading became to the student through high interest activities, the greater the reading comprehension. Appendices include student questionnaire, parent questionnaires, the "Reading Cheer Song", manual, and tips for parents. Attachments include the elementary learning channel preference, award sheets, and software evaluation forms.

Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. When it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other professionals in the field and in the hope that my own work, presented here, will earn similar respect.

Signed:_____

Prudence Lee Leatherwood

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CHAPTER 1

Purpose

School Background

The target students in the program come from a private K-12 Christian school. It was founded 20 years ago with the elementary and grew to include the high school seven years later. Then a nearby Christian high school was merged with it. The school is non-denominational but under the auspices of the church next door. There are approximately 550 students attending. The school is conservative in nature and the majority of students come from a conservative home. It is a college prep school sending graduated to ivy league colleges.

Considered one of the finest Christian schools in the area, it has complete academic and sports programs, including computer classes for grades 4-12, home economic classes, and art and music programs. The library's holdings are 12,000 books, 300 videos, and assorted records, filmstrips and kits. Each elementary class is scheduled in the library for one 30 minute period per week but students may come additional times.

The teachers are all certified or certifiable by the State Department of Education. One former principal of 6 years took a directorship in the Tennessee State Department of Education. There is little turnover on the teaching staff, with some staff members teaching there as long as 15 years. The superintendant has been there since its inception and was the first teacher. It now has a superintendant, an elementary principal, a high school principal, a preschool director, and 35 teachers.

The last four years the school hosted the regional Association of Christian Schools International (ACSI) Speech Tournament for all Christian schools in Arizona, Nevada, and New Mexico. It included all facets of speech for elementary and junior high students.

Families in the school consider themselves a part of one close school family and support all activities and functions with ferver and zeal not only in attendance but in sharing the work load. There are book fairs, spaghetti suppers, ice cream socials, Christmas tree lots, and Run-a-thons. Added to this list are the music and drama programs, and the science and art fairs.

The type of families the students come from does not differ much from the public school. Approximately 20 percent come from a single parent home, 30 percent have original parents and 50 percent have step parents or are being raised by extended family members.

Most students in the school have computers at home and an abundance of reading materials. Parents are in the middle middle or upper middle class of the socioeconomic scale. Only a small percentage are in the lower upper level of the scale.

Activities for students include class field trips, class parties, retreats, bake sales, and car washes. There is a slumber party for grades 4-6 for students who've read the required number of books for the year. It is held in the library complete with flashlights and pajamas. During the slumber party there is access to the computer room, or a student can read, play board games, watch videos, and eat all night.

The parents of the selected students in the target population are concerned with the education the students are receiving. The parents are paying tuition so their student will receive sound academics with a Christian basis. Since the average class size is 20, the students are able to receive individual attention

but often require more to maintain pace with classmates.

As a school librarian, the author's role is interaction with the students to encourage proper selection of reading material to meet the individual's needs. When purchasing materials, items are selected on all grade levels so students may find materials on each particular reading level. Not personally involved in the student's reading problem as a classroom teacher does not prevent a librarian from selecting and providing materials used to encourage and enhance reading growth. High interest items are especially sought after to add to the collection.

Implementation of the practicum was the sole responsibility of the author. Reading materials for the implementation were prepared directly from the library and ready for the students upon arriving after school.

Problem Statement

Reading is a receptive communication skill involving the process of perceiving, interpreting and evaluating printed material. It encompasses the decoding and recognition of written symbols and the association of concepts to these symbols. It involves

interaction between author and reader as the reader determines what the author is trying to convey (Lapp & Flood, 1987). The specific part of the definition this research targeted was the association of concepts to these symbols, or comprehension. Students must be able to attach concepts and meanings to the words, phrases, and sentences they are reading before being able to attack critical thinking and problem solving skills using reading.

The target group of students are on an average nearly one year behind the norm in reading as determined by the Woodcock Form A & B Reading Mastery Tests. This includes comprehension. Classroom grades and teacher evaluation and observation supports the test results. In addition the incomplete sentences test, a projective diagnostic technique, was used to establish attitudes toward reading and school. A self-esteem questionnaire was used to establish the students' attitude toward self where reading was concerned (Appendix A: 53).

Parent questionnaires (Appendix B: 55) were sent to the target population and to the same number representing students who were A and B students. The results were as expected as homes of A and B students

were receiving a newspaper and had subscriptions to magazines. One family is receiving as many as 15 different magazines of which five are specifically for the student. These students use the public library and are involved in reading programs outside the school.

The students of the target population have few or no magazines in the home. All but one family are receiving the daily newspaper. Rarely is the public library used and only one student was enrolled in a summer reading program.

To maintain anonymity students were given a code name for this project. This code was used for all papers, records, and evaluations.

The first student, 40D, has an older sister in high school who has no trouble with schoolwork. 40D, who is a fourth grader, is the family's youngest. As a single parent the mother works but the grandparents are very interested and involved with the students and their lives. The grandparents provide the transportation to and from school. It has been suggested that this student may need glasses as the student gets words mixed up. 40D tested 3rd grade 2nd month on the Woodcock test. The student did not have a positive attitude of self-esteem toward reading. 40D

was either unhappy of didn't care on all questions. The student's grades were D or F.

The second student is 4BJ who was selected by the classroom teacher after having missed many weeks due to being in an accident. This student was hit by a car and the hospital stay was long. It was the general consensus that any additional classes would help this student catch up on missed work. His parents were delighted to have 4BJ in this program. The student tested 4th grade 3rd month on the Woodcock test. 4BJ has a positive attitude towards reading with the exception of 3 questions, of which one was unhappy and 2 didn't care. The student's reading grades were C or D.

4BC is the youngest in the family. Often quiet, 4BC is easily influenced by rowdy students. This student stays on task better than the other students when it involves reading. 4BC tested 4th grade 1st month on the Woodcock test. The student has a positive attitude towards reading with the exception of 1 question which was answered didn't care. The student's reading grades were C or D.

3CB is a twin, and is neat in work habits and quiet. As a third grader there is an immaturity in

certain areas of language development. 3CB tested 3rd grade, 1st month on the Woodcock test. The student has a positive attitude on 4 questions, a negative attitude on 5 questions, and answered 1 question with don't care. The student's reading grades were C or D.

3CJ is the social butterfly and would rather talk and make plans than to listen or read. Although the student has capabilities to do better than at present performance, "life" gets in the way. 3CJ tested 3rd grade, 3rd month on the Woodcock test. The student has a positive attitude toward reading on all but 2 questions which were answered don't care. The student's reading grades were C.

2SA is a quiet student who tries to model the older students in the group. At times, 2SA gives the appearance of not being with the group but rather daydreaming. 2SA tested 2nd grade, 2nd month on the Woodcock test. The student answered don't care on all 10 questions of the attitude test toward reading. The student's reading grades were C- and D.

2SJ, a student from an Armenian background was selected by the classroom teacher for both reading experience and English language experience since the English language is not the primary language at home.

A middle child, quiet in class, attracts attention by being "cute." 2SJ tested 2nd grade, 4th month on the Woodcock test. The student has a positive attitude toward reading on all questions but 1 which was answered don't care. The student's reading grades were C.

2SW is a delicate student who is very quiet. There are times 2SW has bursts of being rowdy, but it is the exception. This student does not like to read but is showing an attitude change. 2SW tested 2nd grade, 1st month on the Woodcock test. The student answered don't care on 7 questions, positive on 1 question and negative on 2 questions. The student's reading grades were C or D.

All but 3CJ expressed a dislike for reading. Three said it was okay but would rather be doing something else. 4OD was the most vocal against reading. However, when a book was selected 2 years below 4OD's grade level, the student was observed to sit quietly and read without interruption.

The teachers choosing the target students had various reasons for selections. However, it has been observed that all of the selected students have a poor self-image in regards to reading. This observation

clearly demonstrates a problem measured by the amount of book reports completed, number of library books borrowed, and lack of enthusiasm for books,. reading, and schoolwork. These students have little or no book reports turned in, check out only books or magazines that have little reading and many pictures, and do not always do homework if it includes much reading.

Attitudes towards reading will change as material on an easier reading level begins to give the students a better self-image by the successes in reading experiences. Success breeds success and successful reading experiences will bring more successful reading experiences into these students' lives.

Outcome Objectives

1. Over a period of three months 50 percent of the students will be able to demonstrate an increase in the total reading comprehension scores by four academic months as measured by posttest using Woodcock Form A & B tests.

2. Over a period of three months 50 percent of the students will demonstrate an increase in selecting reading materials by 25 percent as measured by the number of books checked out from the school library.

3. Over a period of three months 50 percent of the students will demonstrate improvement towards a positive attitude of self-esteem by 25 percent as evidence by a self evaluation questionnaire related to reading.

4. Over a period of three months 50 percent of the students will raise school grades in reading one grade as evidenced by the classroom teacher's grade book and student workbooks and worksheets.

5. Over a period of three months 50 percent of the students will demonstrate an increase in critical thinking skills by 25 percent the ability to predict outcomes as measured by pretests and posttests using author created tests on Oregon Trail.

CHAPTER II

Research and Solution Strategy

Choosing activities as the intervention for the target population, the holistic and subskill approaches were considered. Previous studies and research have shown neither approach to be better than the other in affecting reading comprehension (Vacca, 1980). The main objectives of holistic instruction are to: 1) involve students in reading as an entity in itself and 2) emphasize students' results of reading through discussion and/or writing activities, were both achieved by the intervention activities (Vacca, 1980). The four strategies used were: 1) uninterrupted sustained silent reading; 2) "ReQuest", an acronym for "reciprocal questioning"; 3) radio reading and 4) directed reading-thinking activity.

Seven of the eight comprehension subskills were used. These subskills are: 1) defines terms and content in light of contextual settings, 2) notes stated facts and important details, 3) grasps main ideas, 4) recognized relationships, such as cause and effect, compares and contrasts, and sequences, 5) draws inferences and reaches conclusions, 6) applies what is read to solve problems, 7) integrates what is read with

previous experiences, and 8) evaluates materials for bias, relevancy, and consistency.

Ten years ago a definition of comprehension instruction would not have been found. However, general teaching practices of the time were shown to be teaching comprehension (Wendler, Samuels, Moore, 1989).

Reading is a constructive practice and teaching comprehension helps students increase reading ability. It includes making inferences (Hansen & Pearson, 1984), making predictions (Anderson, Mason, Shirley, 1981), summarizing, (Brown, Campion, Day, 1981), creating mental images (Kurlhavy & Swenson, 1975), and finding main ideas (Bauman, 1984).

Studies have shown prereading activities facilitate a student's comprehension. These activities may include building background information, preteaching vocabulary, preteaching text structure, and using prereading questions (Wendler, Samuels, Moore, 1989). There is general agreement of the effectiveness of teaching direct comprehension and using prereading activities.

Sometimes called auditory comprehension or auding, listening comprehension evaluates language acquisition and reasoning ability. Disabled readers are deficient

in word identification, phonic analysis, and structural analysis and cannot identify enough words to comprehend what they are reading.

Used as a diagnostic device, listening comprehension may improve reading comprehension with proper word identification techniques. Reading comprehension can rise to the level so that literal, interpretive, critical, and creative questions may be answered. This point is 75 percent of questions answered correctly about material read aloud to the student. As listening comprehension and reading comprehension relate, diagnosis and remediation relate (Miller, 1982).

While research on improving comprehension through high interest activities was not found, many specific reports on particular activities involving reading and ways to improve comprehension were available. This knowledge was combined into units to formulate this practicum.

A daily activities unit of the newspaper, TV Guide, restaurant menus, selecting magazines, and cooking using recipes brings the "real world" into the student's life and provides experiences the students may lack. Too often adults, unknowingly, read

everything to the student rather than encourage the student to experience the reading opportunity.

The newspaper, as a daily item in the student's home and life, presents all types of interesting topics, from sports to world events to comics. It includes the TV Guide, crossword puzzles, advertisements and want ads.

Studies using newspapers for comprehension show students understand what is explicitly stated as opposed to what is inferred. Students learn value judgments by evaluating the newspaper contents. Other activities reinforce comprehension by students becoming personally involved as the student appreciated what they've read (Dengler, 1978).

By introducing students to a common set of materials that are used by all people when involved in daily functions, the students were able to apply the skills of literacy in life coping situations. With younger students it was reading newspapers, menus, cookbooks, magazines, or TV Guide. However, the older students' experiences may include personal items such as getting a driver's license, purchasing items, bank accounts, using manuals, career, health items, or civic responsibilities (Lapp & Flood, 1987).

For the drama unit the reader's theater was an excellent reading activity for many students since some did not want to act out parts in a play. It has no motions, scenery, actions, or physical portrayal. It was good for less capable readers as students also help prepare scripts, becoming involved in reading. It needed only oral interpreting by the audience who did the work in their minds. It had a narrator speaking to the audience but needed considerable dialog (Lapp & Flood, 1987).

The drama unit also included reader's theater on the tape recorder. It allowed voice interpretation to be stressed.

Computer technology, used to augment the learning process, helped to fill the neglected areas students experienced. Many students' learning channel is visual. They prefer textbooks, lists, graphs, charts, etc. Less than 20 percent have a learning preference with the auditory learning style. The last group of 50 percent is the haptic learning preference where students preferred "hands on", "moving", and "doing" (NASSP Bulletin, 1989). While computers cater to the 90 percent visual and haptic learners, it also did no harm to the remaining 10 percent as the students became

computer literate in preparation for the technological world.

Computer technology as an integral part of the educational scene is perhaps one of the greatest advancements made in our schools. The world is a rapidly changing place and educators must revamp the curriculum and teaching approaches frequently to meet the new and progressive needs students have in preparation for life. Reading and computers go together.

Solution Strategy

The TV section of the newspaper was an activity suggested by Lois Dengler's (1978) article. Modifying this activity by using TV Guides provided the same results but make it available for each student to work from their own material.

The restaurant meal provided experience for a lesson on manners as well as reading and ordering from a menu. The students, as a class, made a list of manners to observe during the meal. This list included behavior as well as proper eating manner. As the list was formed, it was placed on the portable board and students wrote the list for the student's folder. This is an example of the spontaneous reading approach

personalizing the instruction through language experience (Lapp & Flood, 1987). The personal language method of reading provides the base for successful growth in school (Smith, et al, 1978).

The spontaneous language approach was also used when students selected a magazine and read a story. Each shared the story read and it was written on the board. Retelling the story improved recall tasks and had an affect upon comprehension regardless of the proficiency in reading (Kapinus, et al, 1987).

Critical thinking skills were infused throughout the implementation time. Sequencing, interpreting figurative language, making value judgments, recognizing relationships, and selecting choices are all part of critical thinking skills and were a vital part of the program.

CHAPTER III

Method

Listening Unit

The purpose of starting with a listening unit is to assess and improve student listening skills. It enables one to determine if the student can sort out events as to importance, sequence, and remember details. Fiction, short biographies, history and sports stories that appeal to students of this age were used.

Good critical thinking questions were used for skill improvement. At times misleading questions on information not in the story were asked for a critical thinking skill activity. Students had to sort out what was in the story from the misinformation. Insertion of missing words in a sentence comprised another critical thinking skill. Students inserted words to bring the complete sentence correct meaning. The next critical thinking skill was figurative language, or "what do we really mean?" and the last one included sequence. Other listening activities included main ideas and details.

Stories came from original stories of the author along with short stories from the books New Kids on the Block Poetry, The Duck who had Goosebumps, and If Animals Could Talk. Students were also able to personally select stories from the other catagories.

Data was collected by keeping all work in an assessment folder. Observations were noted and recorded daily for each student and again at the end of each unit. Data charts revealed improvement as it is charted.

The target population did a self evaluation questionnaire at the end of the unit. It included students' opinion of perceived success, and the activities liked best and least. This unit lasted two weeks. The sessions were as followed:

Session 1 - read story, and had question and answer time

Session 2 - read story, had students ask each other questions

Session 3 - read story, asked questions with misinformation

Session 4 - read story, students gave missing words in a sentence

Session 5 - gave sections of a previous story read, students were to sequence the story

Session 6 - read story, asked for details in the story

Session 7 - gave figurative expressions, students were to explain "what do we really mean?"

Session 8 - students brought in additional figurative language expressions for each other

Technology Unit

The students had access to the computer room to work on programs involving critical thinking skills and problem solving skills. The programs chosen were Wordhunt, Hangman, and Oregon Trail. These provided decision making opportunities.

Observations of students' work on computer programs were rated daily on a 1 to 5 scale with 1 representing little or no success and 5 as successful. Daily observation scores were given. Students also kept a daily log on individual work and opinion of success. At the end of the unit students filled out a questionnaire telling about choices of activities.

The programs selected for this unit were appropriate for this age group. Wordhunt gives experience in synthesis as words are put together from

the letters in the squares. Hangman provides decision making opportunities with phonics when the student needs to fill in missing letters. The last, Oregon Trail, is a critical thinking skill program. Here students need to make choices based on time, money, and material needs as the student travels the Oregon Trail.

The selected programs are favorites of students and each program gives reading instruction in some form. The instruction may be phonics, word attack, or comprehension. While Wordhunt and Hangman do not compare to the critical thinking skill level of Oregon Trail, they do include word recognition, phonics, and comprehension, all needed components for successful reading. This unit took 2 1/2 weeks to implement. The sessions are as followed:

Session 1 - gave computer room rules and regulations, and explained how Wordhunt was to be played; started working on the computer

Session 2 - reviewed rules and program directions, continued with Wordhunt; two of eight students improved on number of words found.

Session 3 - continued with Wordhunt; seven students improved from session 1 of this unit

Session 4 - explained directions on Hangman and the

purpose of the game; started on computer

Session 5 - reviewed program directions and continued working on program; three students improved on filling in the blanks

Session 6 - continued with Hangman; all eight students showed some improvement from session 4

Session 7 - explained directions of program Oregon Trail; started working on the Oregon Trail

Session 8 - reviewed directions and students continued working on Oregon Trail; 2SJ and 2SW needed more individual help than the others; 2SA wanted to watch the students rather than work independently, but eventually became involved

Session 9 - students continued traveling the Oregon Trail; 4OD, 3CB and 3CJ proceeded to eliminate group numbers; the students started the progam over

Session 10 - continued on the Oregon Trail; all students ended the journey before reaching Oregon

Daily Activities Reading Unit

The purpose of this unit was to provide reading activities students may experience in daily living.

Too often adults make the decisions involving reading and the students lack the opportunity to experience this pleasure.

The first activity was the daily newspaper. Students had a newspaper spread out and were able to select any part of the paper, excluding comics, the student desired to read. Each student chose the article desired to read. The students read the selected article silently and underlined all unknown words. Word attack, using phonics, came next. After becoming familiar with the words, students reread the article and explained to the rest of the class what was read. The student placed the article in individual assessment folders, and wrote in logs a personal evaluation and opinion. A similar activity was repeated using the comics only.

A restaurant meal was a second activity. The students, as a class, went to lunch. Each student was provided a menu and read and selected what the individual desired to eat. This was a decision making skill and students were evaluated on the ability to select what was desired to be eaten by what was read. After the selection, reading games were played.

The TV Guide was an activity that became personal to each student. The student had a TV Guide and was given the opportunity to select 2 days in the week during which all programs for the family were selected. Each student selected and wrote down desired programs for a 2 hour period between 6 pm and 8 pm. It was kept in individual assessment folders and the activity was recorded in log books. Students were evaluated on comprehension of what was selected and any articles read in the TV Guide as a part of the selection process. This was a decision making opportunity.

Selecting a magazine at the store provided personal reading material and a decision making opportunity. The chosen target students were taken to a magazine rack in a store where browsing and selecting a magazine for personal use was accomplished. The student kept the periodical but was required to read one article or story that evening and be prepared to share it the following day. The student then recorded in the log book the activity and evaluation. The student was evaluated on comprehension of the article read.

The last activity was cooking. As a class and using the microwave in the library office, students

selected to cook mini pizzas. The ingredients were read from a cookbook and the moveable chalkboard in the office. Each student made 2 mini pizzas and after cooking ate together as a class. Everything was logged in the personal log books and evaluated. Students did desire to repeat this activity but time did not allow. Cookbooks opened up a new area of reading. This unit took 2 1/2 weeks to implement and each session was as followed:

Session 1 - newspaper, browsed and cut out an article to read; circle unknown words, read silently and reported to class contents of article

Session 2 - newspaper, browsed and silently read, using comics only

Session 3 - discussion of where to go for the restaurant; rules discussed and wrote with each copying the rules; passed out permission slips

Session 4 - lunch at local Mexican restaurant; after ordering, played reading games with the menus, such as seek and find

Session 5 - each child had own TV Guide and student was to plan the family's TV watching for 2 hours between 6 pm and 8 pm on any 2 nights they wish; they must read what the program will be about

Session 6 - using the above plan in session 5, students were to use a 4 hour block in the weekend timeframe

Session 7 - students as a group went to a nearby store and selected the magazine of their choice; they must be able to have a reason for their choice

Session 8 - students browsed in and read 1 story or article silently; they reported orally on the material read

Session 9 - a recipe was decided and students copied the recipe for their own use at home; they chose mini pizzas

Session 10 - Ingredients were brought in by author and the English muffins were pre-toasted at home; students made own mini pizzas with English muffins, pizza sauce, pepperoni, and motzerella cheese; using the microwave for cooking, each made 2 pizzas

Drama Unit

Dramatizing a story is an effective method to actively demonstrate comprehension of a story read silently. All dramatization activities are high

interest for children and the students looked forward to "performing" in class.

One specific activity used was for the students to read a story silently and immediately demonstrate a character as the story was performed. This activity was the reader's theatre. Using poetry was also an activity of the reader's theatre.

Using the tape recorder, students dramatized the chosen part on the recorder. After the play or story was completed the playback provided a self evaluation and critical analysis as well as entertainment.

The last activity for this unit was radio reading. Cardboard microphones were made for each student to experience holding one while reading the part. Scripts were typed on paper to facilitate easier handling. This unit took two weeks to provide adequate time to accomplish all activities scheduled.

Daily logs were kept for each student and the tapes and data charts were used for evaluation. At the end of the unit students evaluated the activities and added suggestions. Each session was as followed:

Session 1 - reader's theatre, students chose parts of a mini play; given the directions and using the

library as a stage students read and acted out the selected parts

Session 2 - with the character parts more familiar students were able to read the script more efficiently as they put on the play for self satisfaction

Session 3 - each student silently read poetry and selected a poem to read aloud the following day

Session 4 - students read aloud the poem selected the previous day; all students but 2SA had practiced and were familiar with the selection

Session 5 - students read on taperecorder the play of sessions 1 and 2; each student then critiqued the readings

Session 6 - knowing where improvement was needed, the students repeated the performance on the tape recorder again

Session 7 - students made microphones with paper towel rolls, construction paper and tape; directions were given for the radio reading to be "on air" the following day

Session 8 - each student was given a different newscaster's script 2 minutes before "air time"; it consisted of world news (2 sentences), city

news (2 sentences), school news (3 sentences), and weather (3 sentences); each student sat at a desk with the microphone and proceeded to read the news; 4OD stumbled on a few words, 2SJ spoke very softly, and 4BJ read too fast to be understood clearly; other students performed adequately.

Writing Unit

Students received half of a short story to read silently. Then using problem solving methods the students were asked to form and write a plausible ending. These stories were rated according to the grade level, plausibility, and creativeness.

Students received a short story to read silently. Then using critical thinking skills and problem solving skills, changed the ending of the story to provide a more pleasing story for the individual student. The target student was rated according to the grade level, plausibility, and creativeness.

Students read a short story silently and summarized the story in a few sentences. Evaluation relied on the main points or theme being in the summary and the absence of details and unimportant facts. The students received a rating on a 1 to 5 scale. For the

benefit of students, practice summaries and exercises were worked together as a class to provide the student with an example. This removed all stress from the setting, keeping the frustration level of the student nonexistent or low.

One enjoyable writing activity was to make a card for a family member with a message inside. The message had to be long enough to fulfill comprehension skills.

Selecting a topic of interest to the student and writing a short report was used in conjunction with the library unit. Integrating units provided broader experiences.

Keeping logs, assessment folders, and self evaluation questionnaire at the end of the unit provided the evaluation of this unit in the program. Reading and writing are closely related skills and were used together for comprehension improvement. This unit took 2 weeks to implement and the sessions were as followed;

Session 1 - after reading a story to target group, students were to change and write own story ending

Session 2 - after reading half a story to target group, students were to make up an ending that was pleasing

Session 3 - students summarized in 4 sentences a previously read story, making sure all main themes were included in the summary

Session 4 - using a different story students were to summarize in 5 sentences

Session 5 - after reading a new story, students were to summarize in 6 sentences

Session 6 - students designed and wrote a card for a member of the immediately family making sure the message was long enough to demonstrate comprehension

Session 7 - students wrote a short story consisting of 2 paragraphs

Session 8 - students wrote a short story consisting of 3 paragraphs

Library Unit

Most students enjoy libraries. The wealth of books, periodicals, music, videos, models and globes holds the attention of even a small child. This library is no exception as it has included an abundance of puppets, plants, fish tanks, small animals, and large colorful bulletin boards.

Browsing and silent reading in the library was the first activity. Students recorded in an individual log book the items on which 10 minutes or more were spent.

Magazines comprised another format for browsing. This library has Children's magazines from 1983 to the present. Included are Stone Soup, Highlights, Child Life, Child Digest, Clubhouse, Boys Life, 3-2-1 Contact, Zoobooks, National Geographic, National Geographic World, Penny Power, Ranger Rick, International Wildlife, and National Wildlife. The students had access to all and were able to enjoy the periodicals selected. After a silent reading time the student recorded the reading in the log books. The following day students shared their reading. The last activity for this unit was investigations of a topic of personal selection for the purpose of writing a short report. This was in conjunction with a writing activity in the writing unit. Students turned this in as extra credit to the classroom teacher. A copy of the report was added to the student's assessment folder and recorded the work in the log books.

In this unit students were scored on a scale of 1 to 5 and evaluated on the understanding of what was read as evidenced by the report and sharing time. This

unit took 2 weeks to implement and the sessions are as followed;

Session 1 - students browsed in the library science section and could read anything from this section

Session 2 - students browsed in the fiction section of the library and could read anything from this section; some students desired to check out the fiction book of interest to continue reading at home; 4BC chose to sit on the floor to read

Session 3 - students browsed in the biography section but seemed less excited about this section than previous sections

Session 4 - students were able to browse in any section the student wanted; three students chose the science area, four students chose the fiction section, and 1 student wanted to continue reading the biography selected the previous day

Session 5 - students browsed in any current magazine on the shelves; most students did not stay the entire time with just one magazine but used 2 - 3 magazines

Session 6 - students browsed in any of the 1200 previous issues of magazines housed by the

library; both magazine days students selected Highlights, Clubhouse, Ranger Rick, National Geographic World, Child Life, Children's Digest, and Boy's Life

Session 7 - directions were given for a 1 page report; students browsed in science area to select a topic; the topics chosen were frogs, rivers, butterflies, dinosaurs, bears, whales, fish, and snakes

Session 8 - students read silently the material for the report

Session 9 - students wrote the report on the topic chosen; 3 students wrote 1/2 page report, and 5 students wrote a full page report; the students turned in the reports to the classroom teachers for extra credit.

CHAPTER IV

Results

Classroom teachers selected the students to be participate in the reading program. Selection was based on student performance and grades.

The pre-posttest used was the Woodcock A & B Reading Mastery Test. The intervention time period was only 3 months but the growth expected was achieved.

Students had a log book where specific activities, opinions and feelings of the activity for the day was recorded. Students were assessed per activity and rated on a scale of 1 to 5 by each activity and by units. (An A indicated an absence day by the student.) Data charts were kept for each activity within the unit. This on-going assessment included a folder where papers were kept for further investigations and review. At the end of each unit the student answered a questionnaire concerning these activities and gave the student's self evaluation. The implementor's daily observation was included after each unit and placed in the assessment folder.

At the end of the implementation period a questionnaire was sent home to parents requesting opinions concerning the program and future suggestions.

Students were asked for input for additional activities to improve the program. This was a critical thinking skill which involved the students in the planning for future programs and uses. Some of the suggestions for the future included puppet shows, listening for differences in the same story told twice, add another game to the technology unit, a writing journal, and another cooking day. All students thought two treat days per week would be better than just one at the end of the week. One parent suggested this program should be throughout the entire year and as students improve, change students in the program.

The following charts show the outcomes for each objective. These statistics are only one form of evaluating the results.

Evaluation comes in many forms and one that can not be omitted is the "hidden evaluation" of the program. It was found in the enthusiasm of the students coming right after school asking for the plans of the day. It was in the faces of students begging to be included in the "special class" after school. And it was demonstrated loudly as the target students sang the "Reading Cheer Song" (Appendix C: 58). This evaluation was ongoing and encouraging to the author.

Objective 1

Pre - Post Woodcock Reading Tests A & B

Student	Feb	May	Increase
4OD	3d gr,2d mo	3d gr,9th mo	7 mos
4BJ	4th gr,3d mo	4th gr, 8th mo	5 mos
4BC	4th gr,1st mo	4th gr, 5th mo	4 mos
3CB	3d gr, 1st mo	3d gr, 4th mo	3 mos
3CJ	3d gr, 3d mo	3d gr, 9th mo	6 mos
2SA	2d gr, 2d mo	2d gr, 5th mo	3 mos
2SJ	2d gr, 4th mo	2d gr, 8th mo	4 mos
2SW	2d gr, 1st mo	2d gr, 7th mo	6 mos

End Result: 75% of the students demonstrated an increase in reading scores by 4 months or more as measured by the Woodcock Form A & B tests.

Objective 2

Number of Books Checked Out

Student	Feb	Mar	Apr	May	% Increase
4OD	2	4	8	8	300%
4BJ	4	4	5	5	25%
4BC	4	4	4	5	25%
3CB	3	4	4	4	33%
3CJ	5	6	6	6	20%
2SA	3	3	4	3	0%
2SJ	3	3	4	5	66%
2SW	3	4	5	6	100%

End Result: 75% of the students demonstrated an increase of 25% or more in selecting reading materials from the school library.

Objective 4

Reading Grade Increases

Student	Feb	June	Results
4OD	D & F	C & D	up 1 grade
4BJ	C-& D	C	up 1 grade
4BC	C-& D	C	up 1 grade
3CB	D+	C	up 1 grade
3CJ	C	C	same
2SA	D	D+	up 1/2 gr.
2SJ	C	C	same
2SW	C & D	C+	up 1/2 gr.

End Result: 50% of the students demonstrated an increase in reading grades one grade and 25% of the students demonstrated an increase in reading grades 1/2 grade as evidenced by classroom teacher's grade books. 25% of the students did not increase in reading grades.

Objective 5

Critical Thinking Questions to Predict Outcomes

Oregon Trail

1. (a) The banker has more money, but earns the least amount of points; (b) the farmer has the least amount of money but earns the most points; (c) the carpenter has an adequate amount of money but earns more points than the banker but less than the farmer. Which has the best chance of making it to Oregon? Which has the least? Best_____ Least_____

2. The family is 50 miles from the nearest rest fort and has only 100 lbs of food left. A child is ill. What is the wisest decision to make? What is the poorest decision to make? (a) stop and rest; (b) hunt for food; (c) continue traveling

Wisest_____ Poorest_____

3. You are at a river that is 20 feet deep and 285 feet wide. Which is the safest way to get across? Which is the most dangerous way across? (a) ford across; (b) caulk wagon and float across; (c) have the ferry take you across. Safest_____ Dangerous_____

4. The family is out of food and father has chosen to hunt. Regardless of the amount of food killed, father can transport back to the wagon only 100 lbs of food.

The father shot a squirrel of 2 lbs, a rabbit of 4 lbs, and a deer of 80 lbs. He has 2 bullets left and there appears a bear, and a buffalo. The father has 3 choices: (a) shoot the bear; (b) shoot the buffalo; (c) save his bullets and hunt later; (d) shoot both the bear and the buffalo. What is the wisest decision father could make?_____

5. The family is in need of clothing. They have 4 oxen, 1 extra wheel, 3 extra axels, and 2 extra tongues. A man from Ft. Laramie desires to trade clothing for any of the family's supplies. Which is the wisest trade for the clothing? (a) 1 oxen; (b) 1 wheel; (c) 1 axle; (d) 1 tongue.

Wisest decision_____ Least favorable decision_____.

End Result: The average of the 5 critical thinking questions revealed an increase by 60% the ability to predict outcomes as evidenced by the pre-posttest.

Student Evaluation Questionnaires

Answer questions with yes, no, or fill in the blanks.

Listening Unit

1. I like the stories and poems read to us.

2. I knew many answers to the questions asked after the story or poem read.

3. I liked to read the stories myself and have questons asked.

4. I knew how to write a summary to the stories.

5. I did better writing a summary after practice.

6. I believe I did my best work.

7. I believe my work was good.

8. Listening for details was fun.

9. I could figure out the missing words in sentences.

10. Figurative language was fun.

11. The figurative language I liked best was _____.

Technology Unit

1. I enjoyed finding words in Wordhunt.

2. I believe I found many words.

3. I could figure out many words in Hangman using phonics.

4. I believe I was successful at Hangman.

5. I could read all the words in Oregon Trail.

6. I needed some help playing Oregon Trail.

7. I like making decisions in Oregon Trail.

8. Oregon Trail made me think when I made decisions.

9. I made different choices in Oregon Trail each time I played it.

10. The program I liked best was_____.

11. The best part about computers was _____.

Daily Activities Unit

1. I enjoyed reading or looking at the daily newspaper.

2. My article I chose was about _____.

3. I was able to read most words in my article.

4. I needed help with some words.

5. I was able to tell about my article easily.

6. The restaurant meal was fun.

7. I could read all the menu.

8. I ordered _____.

9. I enjoyed the search and find game using the menu.

10. We followed the rules the class decided.

11. For my TV Guide selections I chose these programs.

_____ _____ _____

_____ _____ _____

12. I chose these articles because _____

_____.

13. The magazine I chose was _____.

14. The article I read in my magazine was about_____

_____.

15. I was able to share what I read with my class.

16. For the cooking day we made_____.

17. My pizza ingredients were _____.

18. I microwaved my pizza for _____ minutes.

Drama Unit

1. I like to do drama with a microphone for the radio reading.

2. Poetry reading was fun.

3. The funniest poem read was _____.

4. The poem I selected to read was about _____.

5. For reader's theater I was _____ in the play _____.

6. I was not nervous when we used the taperecorder.

7. For the taperecorder drama I did _____.

8. Reading the news without practicing made me nervous.

9. I liked reading the news.

10. I understand what newscasters feel when they read the news on TV.

Writing Unit

1. I enjoy making up endings to the stories because

_____.

2. I believe my endings helped to make the story a good story because _____.

3. My summaries of stories included who the story was about and what happened.

4. My summaries were at least 4 sentences.

5. I enjoyed making a "Thank You" card for my _____.

6. The message in my card read _____

_____.

7. My story I wrote was about _____.

8. I believe I did my best writing work.

Library Unit

1. I enjoyed browsing in the library.

2. My favorite part of the library is_____.

3. I like to look at _____.

4. The books I read were _____

_____ _____

5. The magazines I browsed through included_____

_____ _____ _____

6. My report was about _____.

7. I got my information from this book._____.

8. I was able to write my report my myself.

9. I turned my report in to my teacher for extra credit.

CHAPTER V

Recommendations

Teaching provides opportunities to not only share knowledge with students but share success and progress with peer professionals. It is a well established fact that teachers provide helpful hints to one another.

A manual (Appendix D: 60) written by the author was distributed to the teachers in the target school. The teachers, with the directions and suggestions of the manual, will be able to use this program to augment reading comprehension programs in use. It is scheduled for the author to hold a workshop at the convention of the Association of Christian Schools International (ACSI). The reading workshop will provide the opportunity to distribute the manual to all who attend.

In addition to getting the manual distributed to educators of the target school and other interested schools, "Tips for Parents" (Appendix E: 72) were sent home at the end of the school year. It included ways for parents to keep the students reading through the duration of the summer. By providing "Tips for Parents" reading and comprehension skills hopefully will not be lost over the long summer vacation.

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APPENDIX A

Student Questionnaire

Student Questionnaire at Inception of Implementation

1. I like reading class._____
2. I like to get books from the librry._____
3. I like _____stories.

   Mystery Adventure Animal True Kids Biography
4. I would rather watch TV than read._____
5. I would rather read than watch TV._____
6. I like a good book to read._____
7. I see my parents read._____
8. We have magazines and books in our home._____
9. We get the newspaper at home._____
10. I go to the public library._____
11. I read to my parents._____
12. I enjoy reading in bed._____
13. I want to join a summer reading group this summer.

_____

APPENDIX B

Parent Questionnaires

Parent Questionnaire at Inception of Implementation

1. Does the family subscribe to a newspaper?_____

2. Does the family have subscriptions to magazines?_____

3. Name magazines currently receiving or purchasing at the counter.

_____ _____

_____ _____

_____ _____

4. Did you read to your child when he/she was a preschooler? Hardly ever_____ Sometimes_____

Everyday_____

5. Do you presently have your child read to you? _____

6. Is anyone in the family other than the student, currently reading a book? _____

7. Do you take your child to the public library?_____

8. If yes, how often? Less than once a month_____

Every two weeks_____ Weekly or more_____

9. Is your child involved in any summer reading programs?_____

10. Is your child involved in any kind of reding group or program?_____

PLEASE ANSWER AND RETURN TO THE SCHOOL. THANK YOU FOR YOUR TIME. THIS IS A SURVEY, DO NOT SIGN YOUR NAME

Parent Questionnaire at Conclusion of Implementation

1. Did your child enjoy the reading program?
very much - 8; at times - 0; not at all - 0

2. Which part of the program did your child like the best? restaurant - 4; TV Guide - 1; computers - 3

3. Do you believe your child's interest in reading has improved? greatly improved - 6; yes - 1; somewhat - 1

4. Do you believe your child's self-esteem concerning reading has improved? yes - 6; somewhat - 1; no - 1

5. Do you believe your child's reading has improved with the program? very much - 2; yes - 5; somewhat - 1

6. Do you find your child reading more and watching TV/videos less? yes - 5; somewhat - 2; no - 1

7. Has your child's interest in school improved?
yes - 6; somewhat - 2

8. Has your child ask to be taken to a library since this program was started? yes - 7; no - 1

9. Has your child requested his/her own menu at a restaurant? yes - 7; haven't gone - 1

10. As a parent do you feel your child's writing skills have improved? very much - 2; yes - 3; somewhat - 2; no - 1

APPENDIX C

"Reading Cheer Song"

Reading Cheer Song

(to favorite tune of students)

Chorus:

Yes - Yes - Yes - Yes - Yes Yes Yes Yes Yes Yes Yes Yes

I like to read

I read books all the time

I like to read

I read books all the time

I like to read

I read books all the time

I read wherever I go

Verse:

I read books on the plane, and

I read books on the train, and

I read books in my bed, and

I read books that I've read, and

I read books here and there, and

I read books everywhere

Oh I read wherever I go.

Repeat Chorus

APPENDIX D

Manual

for Suggested Techniques on

Improving Reading Comprehension

Manual for Suggested Techniques on Improving Reading Comprehension

This program has been devised to increase reading comprehension by the use of high interest activities. The program includes a series of 6 mini-units, comprising of a listening unit, technology unit, daily activities unit, drama unit, writing unit and a library unit.

Starting with the listening unit one can assess and improve the ability of students to discern main ideas, details, sequence, and sorting out misinformation. The technology unit was next. Using education games on the computer involved many reading skills. Many students have computers and are familiar with games, however most students still have had no experience with computers. This provided an opportunity to have hands on experience with the technology students will have to deal with in the future. The daily activities unit was the favorite of the students. It included a restaurant meal, selecting TV programs from the TV Guide, newspaper reading, selecting a favorite magazine, and cooking from a cookbook. The drama unit included short plays, radio

reading, and poetry reading. Creative writing was involved in the writing unit as students were to change endings of stories or finish a story. A part of this unit was also in partnership with the library unit as students read a science subject and made a short report of the selected topic. Students were able to receive extra credit for the effort. Most of the library unit included browsing and sustained silent reading in the fiction, science, and biography sections, along with magazine browsing. No required grade level was expected which gave the lower readers an opportunity to read at a comfortable pace.

The purpose of this high interest activities program was to show students the many times during the day or week a person needs to read to function in our society and wants to read for pleasure. Too often students associate reading with just reading class and a structured set of books considered by the students as "boring". While this program was first used with grades 2 - 4, one can readily see its adaptation capabilities to other grade levels and ages. The following are the sessions used for the grade level 2 - 4. These sessions are only what was used the first

time and may be modified to include additional creative efforts on the part of the teacher-educator.

Listening Unit

Stories came from original stories of the author along with short stories from the books New Kids on the Block Poetry, The Duck Who had Goosebumps, and If Animls Could Talk. Students were also able to personally select stories from the other catagories. At the end of the unit students did a self evaluation questionnaire including students' opinion of perceived success, and the activities liked best and least.

Session 1 - read story to students, followed by question and answer time; looked for main idea in story

Session 2 - read story to students, followed by students asking questions to one another

Session 3 - read story to students, followed by questions with misinformation; students had to sort out misinformation

Session 4 - read story to students; students gave missing words in a sentence

Session 5 - gave sections of previous story read and students were to sequence the story

Session 6 - read story to students, followed by questions about details

Session 7 - gave figurative expressions and students were to explain "what do we really mean?"

Session 8 - students brought in additional figurative language expressions for each other to figure out

Technology Unit

Programs chosen for the computer experiences involved critical thinking skills and problem solving skills, such as Wordhunt, Hangman, and Oregon Trail. These programs were appropriate for this age group. Wordhunt gives experience in synthesis as words are put together from the letters in the squares. Hangman provides decision making opportunities with phonics when the student needs to fill in missing letters. The last, Oregon Trail, allows students to make choices based on time, money, and material needs as the student travels the Oregon Trail. While Wordhunt and Hangman are below the critical thinking skill level, they do include word recognition, phonics, and comprehension, all needed components for successful reading. The sessions are as follows:

Session 1 - gave computer room rules and regulations and explained how Wordhunt was to be played; started work on computers.

Sessions 2 & 3 - reviewed rules and program directions, continuted with Wordhunt

Session 4 - explained directions on Hangman and the purpose of the game; started on computer

Session 5 & 6 - reviewed program directions and continued working on program

Session 7 - explained directions of program Oregon Trail; started working on Oregon Trail

Sessions 8, 9, & 10 - reviewed directions; students continued working on Oregon Trail;

Other games such as Where in the World is Carmen San Diego? would be appropriate for older students and involve reading comprehension. Find the programs for the age student you are working with.

Daily Activities Reading Unit

The purpose of this unit was to provide reading activities students may experience in daily living. Too often adults make the decisions involving reading and the students lack the opportunity to experience this pleasure.

The daily newspaper was the first activity. Students had the newspaper spread out and were able to select any part ofthe paper, excluding comics, the student desired to read. Each student chose the article desired to read. The students read the selected article silently and underlined all unknown words. Word attack, using phonics, came next. After becoming familiar with the words, students reread the article and explained to the class what was read. The student repeated the activity with the comics the following day.

A restaurant meal was a second activity. The students, as a class, went to lunch. Each student was provided a menu and read and selected what the individual desired to eat. This was a decision making skill and students were evaluated on the ability to select what was desired to be eaten by what was read. After the selection, reading games were played. The games included search and find, using such questions as "which entree does not have onions?" or "which dessert has nuts in it?" This game could be used in the classroom using mock menus, thus providing reading comprehension in a daily activity.

The TV Guide activity became personal to each student. The student had a TV Guide and was given the opportunity to select two days of the week during which all programs between 6 pm and 8 pm were selected and recorded. Students had to read all excerpts and articles present in the guide connected to the programs and be able to tell the class about such articles.

Selecting a favorite magazine for article reading was included in this unit. Students were able to select a favorite magazine to read for pleasure. The magazine selected was to be a children's issue and not one for adults. They must be able to comprehend on the student's level the articles read.

Cooking was the last activity and cookbooks opens a new area of reading for the students. After the cooking session was completed it was noted some students brought in a favorite recipe to share with other students in the class. This activity could be expanded as a class project. The sessions for this unit are as followed.

Session 1 - using newspaper, cut out an article, circle unknown words; read silently and reported to class

Session 2 - repeat process using comics only

Session 3 & 4 - discussion of restaurant, rules of behavior, and lunching at Mexican restaurant

Session 5 & 6 - TV Guide with student selecting programs; must read excerpts or articles describing the programs; once for weekdays and once for weekends

Session 7 & 8 - students selected the magazine of their choice as long as it was easily comprehended for the student's age level; selected a story or article, read silently, and reported orally

Session 9 & 10 - a recipe was decided, copied, and ingredients brought in; students cooked

Drama Unit

Students look forward to "performing" and a drama unit is a high interest activity. The main sections were reader's theatre and radio reading. The many versions of each provided diversified activities within the unit. Each session was as followed:

Session 1 & 2 - reader's theatre; students chose parts of a mini play; students became familiar with part and performed it

Session 3 & 4 - students read poetry silently and selected a poem to read to the group

Session 5 & 6 - students taperecorded performances and critiqued the readings

Session 7 & 8 - radio reading; making microphones with paper towel rolls, students were given a newscaster's script 2 minutes before "air time"; it consisted of world news (2 sentences), city news (2 sentences), school news (3 sentences), and weather (3 sentences); each student sat at a desk and proceeded to give the "evening news"

Writing Unit

Comprehension and writing skills improve when activities combining the two are used. Students received half a short story and were expected to form and write a plausible ending. Changing the ending of a familiar story diversified this activity. Summarizing a story is an excellent comprehension activity. Students are taught to look for who is in the story and what happened. Evaluation relied on the main points or theme being in the summary and the absence of details and unimportant facts. Practice summaries and exercies were worked together as a class to provide the student with an example. Making a card for a family member with a message in it was included in the writing unit. The last activity was for the student to write a story.

The sessions were as followed:

Session 1 & 2 - story read; student changed or made up a new ending to the story

Session 3, 4, & 5 - summarizing in a paragraph a story read

Session 6 - students designed and wrote a card with a message for family member

Session 7 & 8 - students wrote short stories

Library Unit

Browsing and silent reading in the library were the main activities in the library unit. The book sections were in the fiction, science, and biography areas. Browsing also included periodicals. The students selected a science topic, a book to read, and wrote a short report in conjunction with the writing unit that was turned in to the classroom teacher for extra credit. The sessions are as followed:

Sessions 1, 2, 3 & 4 - students browsed in the library in the fiction, science, and biography sections

Session 5 & 6 - students browsed in periodical sections, both current and previous issues

Session 7 - directions given for 1 pg report; students selected science subject and book to

read for information

Session 8 - student read silently the material chosen for report

Session 9 - students wrote report

One can readily see how this program involving reading may improve a students comprehension. Revolving learning activities around a student's daily activities subtly impresses upon the student the need for learning to read and improve reading. By finding fun activities, one begins to associate reading with pleasure. It is my sincere hope that you as educators may use this program as a springboard by which to branch out and include other high interest activities involving reading to improve comprehension skills. Reading is fun and students need to learn its pleasure.

APPENDIX E

Tips for Parents

on

Reading Enrichment Activities

"Tips for Parents"

K-1:

1. Have student cut out of magazines pictures for beginning sounds. Make a booklet of beginning sounds using one page per sound.

2. Label objects in the child's room.

3. Make simple charts (chores, timeschedules, etc.).

4. Have child write your shopping lists.

5. Have child read signs to you (road signs, door signs, posters, advertisements, bulletin boards)

6. Encourage child to learn songs and jingles.

7. Have child make own book of "Words I Can Read" or "My New Words".

8. Help the child write simple stories using 3 - 4 simple sentences. It usually includes a happening, trip, new experience, pets, or activity that is important in the child's life.

9. Subscribe to magazines. Each person in the family should receive a magazine. There are many good magazines for the young child.

10. When eating out at a restaurant, the child should have his own menu. Point out key words to help the child make the selection.

11. Encourage child to take along a book when traveling.

Grades 2 - 6:

1. Subscribe to a magazine of student's choice. When it arrives, have student circle unfamiliar words when reading articles and discuss the meanings.

2. Have student read headlines of the newspaper and determine what it is about by reading beginning paragraphs.

3. Have child read a part of the paper, whether it be the weather reports, entertainments, theaters, sales, sports, TV Guide section, or comic section. The student can be responsible for keeping the family up to date on any one part of the newspaper.

4. Encourage child to write stories or poetry and keep a folder of such writings.

5. When dining out and after ordering, play a reading game with the menu. (Example: which of the dinners does not contain onions?)

6. Have student start a scrapbook on a hobby, sports team, or special interest subject. Help the student find interesting material to include in the scrapbook.

7. Have the student use a children's cookbook to make items for the family.

8. Make trips to the library, bookstore, or yardsales for reading material. Help student start own library.

9. Take trips to the zoo, parks, museums, or historical places for experiences. Have student write a paragraph for each visit.

10. Have student select one new word per week from the dictionary to learn the various meanings and spellings.

11. Have board games that involve reading. Students will learn most anything to win.

REMEMBER PARENTS, READING IS TO BE FUN!!!

Put little or no pressure on the student, but be gracious with rewards and encouragement.

Television vs. Reading

Every parent wants a well-balanced child, but every child wants the easy way out. Therefore it is the parents' responsibility to provide and maintain the healthiest environment possible for each child. Students will choose TV and videos every time over reading because it demands very little or nothing from the student.

As mentioned in Jane M. Healy's book Endangered Minds, intensive viewing has negative effects on the child as a whole and especially on the brain's development. Too much TV viewing, video games, and videos prevent development of mental imagination or imagery. Making pictures in the mind is a skill needed for comprehension of reading. Intensive viewing also reduces stimulation of the left-hemisphere of the brain which is critical for language development, reading, and analytical thinking. It affects mental ability and attention by diminishing traffic between hemispheres, and it discourages development of systems that regulate attention, organization, and motivation. Active practice in reading, thinking, and learning builds stronger connections for the brain to send messages from one part to another. The more one reads the more

effectively and efficiently the brain can process information. It may be compared to the dirt roads of Kansas for the nonreader and TV viewer, to the paved six lane California freeways for the trained reader. Parents, it is in the best concern for your child that TV viewing and video games are strongly limited.

Therefore some tips concerning television, video games, and reading have been devised for the benefit of the parent and student.

1. Limit TV viewing, no more than 1 - 2 hours per day.
2. When watching TV, help the student understand new words.
3. Do not use the TV for a babysitter.
4. Do not use the TV as a reward system.
5. Do not let the child watch TV simply because of boredom. Suggest other activities, such as outside play for the development of large muscles.
6. Turn off "junk" TV. Don't waste TV viewing time on bad shows. Protect your child from violence and unhealthy programs.
7. Have nights with no TV, only reading or other activities.

Developing Self-Esteem in the Student

1. Use praise for child's effort and good work.

2. Let the student select books for you to read.

3. Encourage student to ask questons, then be prepared to answer them.

4. Do not put off helping or answering the student when he comes to you. Time invested today will reap rewards in the future.

5. Do not criticize a child when he seems uninterested or lazy. Everyone at times need a break.

6. Too much pressure on the student may hinder the efforts for success. There is a point of diminishing returns.

ATTACHMENT A

Elementary Learning Channel Preference

Elementary Learning Channel

Visual:

1. I enjoy doodling and have lots of pictures._____

2. It's hard for me to understand what a person is saying when there's background noise._____

3. It's difficult for me to get a joke when I hear it. _____

4. It's easier for me to get work done in a quiet place._____

Auditory:

1. When reading, I listen to the words in my head, or read aloud._____

2. To memorize something it helps me to say it over and over to myself._____

3. I remember what people have said better than what they were wearing._____

4. I talk to myself when I'm problem solving or writing._____

Haptic:

1. I don't like to read or listen to directions; I'd rather just start doing._____

2. I learn best when I am shown how to do something. _____

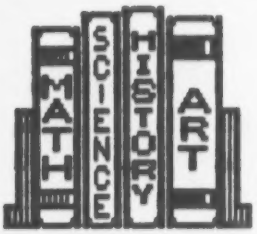
3. My desk and room is a mess and disorganized._____

4. When I can't think of a specific word, I'll use my hands a lot and call something a "what-cha-ma-call-it".

_____

ATTACHMENT B

Award Sheets



This Award is Presented to

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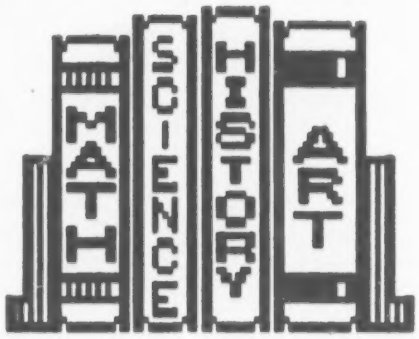
For Outstanding Achievement

in the

Reading Tutorial Program

Dated this ____ day of _____,19__

_____



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For Outstanding Achievement in the Reading Tutorial Program

ATTACHMENT C

Software Evaluation Forms

Appendix R

Practicum Software Evaluation Form

AUTHOR: James J. Gillogy

TITLE: Wordhunt

CHECK ALL THAT APPLY

TYPE: X Academic Game — X Drill and Practice
___Administrative — ___Simulation
___Test/Diagnostic — ___Tutorial
_x_Problem Solving — ___Other

LEVEL: ___Preschool _X_K-3 _X_4-6 _X_6-8 _X_9-12 _X_Adult

PURPOSE: _X_Remediation _X_Developmental _X_Enrichment

HARDWARE: Computer IBM K Ram required 640 Color (Y) N

Number of Drives 1 Printer Y (N) Other_____

	Circle Rating		
CONTENT			
1. Program has educational value	(Y)	N	NA
2. Grammar accurate and free of syntax errors	(Y)	N	NA
3. Stereotype-free (race, ethnic, sex, etc.)	(Y)	N	NA
4. Content adaptable to varied instructional strategies	Y	(N)	NA
INSTRUCTIONAL QUALITY			
5. Purpose of the program well defined	(Y)	N	NA
6. Defined purpose achieved	(Y)	N	NA
7. Presentation of content clear and logical	(Y)	N	NA
8. Level of difficulty appropriate for target audience	(Y)	N	NA
9. Sequence organized for selected developmental steps	Y	N	(NA)
10. Graphics, color, sound appropriate for instruction	(Y)	N	NA
11. Student controls rate and sequence of presentation	Y	N	(NA)
12. Program self-paced and controls the sequence	(Y)	N	NA
13. Entry level prerequisites specified	Y	N	(NA)
14. Program user-friendly, easy-to-read, understand	(Y)	N	NA
TECHNICAL QUALITY			
15. Instructional text formatted/sized for easy reading	(Y)	N	NA
16. Students easily operate program independently	(Y)	N	NA
17. Relevant computer capabilities used	(Y)	N	NA
18. Program reliable and student-proof	(Y)	N	NA
19. Adequate error trapping	(Y)	N	NA
20. Easy escape from program provided	(Y)	N	NA
21. Record keeping/printouts of student progress	Y	N	(NA)
DOCUMENTATION			
22. Manuals available and user-friendly	(Y)	N	NA
23. Clear operating instructions and trouble shooting	(Y)	N	NA
24. Constant reference to documentation unnecessary	Y	N	(NA)
25. Table of Contents, Index, Glossary of Terms provided	Y	N	(NA)

Practicum Software Evaluation Form

AUTHOR: Philip Buckard, Shirley Keran, John Krenz, Charoyln Kapplinger

TITLE: Oregon Trail, version 1.1

CHECK ALL THAT APPLY

TYPE: X Academic Game ___ Drill and Practice
___ Administrative X Simulation
___ Test/Diagnostic X Tutorial
X Problem Solving ___ Other

LEVEL: ___ Preschool 2-3 K-3 X 4-6 X 6-8 X 9-12 X Adult

PURPOSE: X Remediation Reading X Developmental X Enrichment

HARDWARE: Computer IBM K Ram required 640 Color (Y) N

Number of Drives 1 Printer Y (N) Other _____

	Circle Rating		
CONTENT			
1. Program has educational value	(Y)	N	NA
2. Grammar accurate and free of syntax errors	(Y)	N	NA
3. Stereotype-free (race, ethnic, sex, etc.)	Y	(N)	NA
4. Content adaptable to varied instructional strategies	(Y)	N	NA
INSTRUCTIONAL QUALITY			
5. Purpose of the program well defined	(Y)	N	NA
6. Defined purpose achieved	(Y)	N	NA
7. Presentation of content clear and logical	(Y)	N	NA
8. Level of difficulty appropriate for target audience	(Y)	N	NA
9. Sequence organized for selected developmental steps	(Y)	N	NA
10. Graphics, color, sound appropriate for instruction	(Y)	N	NA
11. Student controls rate and sequence of presentation	(Y)	N	NA
12. Program self-paced and controls the sequence	Y	(N)	NA
13. Entry level prerequisites specified	(Y)	N	NA
14. Program user-friendly, easy-to-read, understand	(Y)	N	NA
TECHNICAL QUALITY			
15. Instructional text formatted/sized for easy reading	(Y)	N	NA
16. Students easily operate program independently	(Y)	N	NA
17. Relevant computer capabilities used	(Y)	N	NA
18. Program reliable and student-proof	(Y)	N	NA
19. Adequate error trapping	(Y)	N	NA
20. Easy escape from program provided	(Y)	N	NA
21. Record keeping/printouts of student progress	Y	N	(NA)
DOCUMENTATION			
22. Manuals available and user-friendly	(Y)	N	NA
23. Clear operating instructions and trouble shooting	(Y)	N	NA
24. Constant reference to documentation unnecessary	(Y)	N	NA
25. Table of Contents, Index, Glossary of Terms provided	(Y)	N	NA

Appendix R

Practicum Software Evaluation Form

AUTHOR: Eric Miller, and Norland Software

TITLE: Hangman version 4.1

CHECK ALL THAT APPLY

TYPE: X Academic Game — X Drill and Practice
___ Administrative — X Simulation
___ Test/Diagnostic — X Tutorial
X Problem Solving — ___ Other

LEVEL: ___ Preschool 2-3 K-3 X 4-6 X 6-8 X 9-12 X Adult

PURPOSE: X Remediation X Developmental X Enrichment

HARDWARE: Computer IBM K Ram required 640 Color (Y) N

Number of Drives 1 Printer Y (N) Other ____

	Circle Rating		
CONTENT			
1. Program has educational value	(Y)	N	NA
2. Grammar accurate and free of syntax errors	(Y)	N	NA
3. Stereotype-free (race, ethnic, sex, etc.)	(Y)	N	NA
4. Content adaptable to varied instructional strategies	(Y)	N	NA
INSTRUCTIONAL QUALITY			
5. Purpose of the program well defined	(Y)	N	NA
6. Defined purpose achieved	(Y)	N	NA
7. Presentation of content clear and logical	(Y)	N	NA
8. Level of difficulty appropriate for target audience	(Y)	N	NA
9. Sequence organized for selected developmental steps	(Y)	N	NA
10. Graphics, color, sound appropriate for instruction	(Y)	N	NA
11. Student controls rate and sequence of presentation	(Y)	N	NA
12. Program self-paced and controls the sequence	(Y)	N	NA
13. Entry level prerequisites specified	Y	N	(NA)
14. Program user-friendly, easy-to-read, understand	(Y)	N	NA
TECHNICAL QUALITY			
15. Instructional text formatted/sized for easy reading	(Y)	N	NA
16. Students easily operate program independently	(Y)	N	NA
17. Relevant computer capabilities used	(Y)	N	NA
18. Program reliable and student-proof	(Y)	N	NA
19. Adequate error trapping	(Y)	N	NA
20. Easy escape from program provided	(Y)	N	NA
21. Record keeping/printouts of student progress	Y	N	(NA)
DOCUMENTATION			
22. Manuals available and user-friendly	(Y)	N	NA
23. Clear operating instructions and trouble shooting	(Y)	N	NA
24. Constant reference to documentation unnecessary	(Y)	N	NA
25. Table of Contents, Index, Glossary of Terms provided	(Y)	N	NA